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ABSTRACT

This context analysis study examines the present conditions in early childhood education and development to determine the state of the art. On the basis of literature reviews, personal and telephone interviews, and information gathered from a conference of educational practitioners in various fields, early childhood education needs are defined. Possible solutions to problems are discussed in terms of day care, intervention, parenting, and methodologies. The recommended solutions require developing necessary materials and processes for training caregivers, and using various media to produce a flexible and variable set of products. Extensive bibliographies and reading lists are given for each chapter. Appendixes include a Bibliography of Measurement, Products Available, Bibliography of Longitudinal Studies, and a list of conference participants. (CS)

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A CONTEXT ANALYSIS of EARLY CHILDHOOD DEVELOPMENT

(Final Report)

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ABSTRACT

This context analysis study (Spring 1973) seeks to examine conditions in early childhood education and development to determine whether needs exist. If so, these needs must be defined, and solution strategies examined in order to recommend the best alternative. This study includes a compilation of literature, personal and telephone interviews, and information gathered from a conference of educational practitioners in various fields.

The study finds that a problem does exist and is caused by multiple factors. Early childhood development is often not optimal because caregivers (including parents) are, though motivated and loving, largely untrained. The study reviews possible solutions, reaching a number of conclusions and making recommendations. The recommended solution strategy requires developing necessary materials and processes for training caregivers, and using various media for presentation to produce a flexible and variable set of products. These products should be available with options for variation in form, content, style, and level, and at prices that the intended clients can afford.

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PREFACE

The undertaking of a context analysis study in early childhood education and development is both rewarding and discouraging. It's rewarding because there is so much to be done and there is so great a challenge, that a glow of contribution is bound to develop. It is discouraging because there is so much material to review and so many factors to consider that seemingly no amount of time can be adequate, yet time is limited because the problems are here now.

Recognition should be given to those who participated in this study with me: Carol Brown, George Higginson, Heidi Kaska, Sandra Sheehy, and Louella Wetherbee. And, of course, there were the many professionals who made significant inputs and contributions in many forms.

We have tried to organize this report so that the materials would be easy to find. Each section has its own reference and reading list; there is no over-all bibliography.

Dorothy Fruchter
President
April, 1973

INTRODUCTION

Recognizing a Problem

Several professionals in the field of early childhood development have recently conducted status surveys and overall studies to determine the state of the art. (See Bronferbrenner, unpublished draft; Grotberg (ed.), 1971; Lazar and Chapman, 1972; Lichtenberg and Norton, 1972; Rosenberg, 1972; Searcy and Chapman, 1972; Sowder and Lazar, 1972; White, S., unpublished draft.) Often these studies have been accompanied by announcements of the surveyors own positions and of expected results. In spite of such studies and recommendations, most of these professionals are aware that everything is not in order; therefore the time seems appropriate to review these surveys and to plan educational strategies accordingly.

Thus far, in early childhood education the Southwest Educational Development Laboratory has focused on developing a comprehensive learning system (instructional materials, staff development materials, and parent involvement activities) for Spanish-speaking preschool children. These materials have been designed for a subsegment of a specific ethnic group--3, 4, and 5-year old Mexican-American children whose dominant language is Spanish. Current projections call for disseminating this learning system through a commercial publisher during the next two years. Therefore, the Laboratory finds it appropriate at this time to reexamine current early childhood education practices in the United States prior to selecting specific program goals and strategies for future development efforts.

Since SEDL started its early childhood program, and during the time that many other researchers have been conducting investigations and studies, there has been a substantial change in social practice and interaction. Thus the environment that existed for children in early childhood when these studies were begun almost a decade ago is not necessarily still the same. For example, the number of working mothers who leave children in day care centers and nurseries is on the increase. Similarly, the extended family seems to be less and less evident, and fewer adults are available to interact with children on a daily basis.

The findings of the Head Start program, which initially showed substantial improvements in the IQ of the children involved, now indicate that progress may not be permanent; by the time these children reach the third grade they achieve no better than their peers without Head Start and may actually show IQ loss. What this means, why it has happened, and what other solutions should be sought to correct it, are not agreed upon, and the experts suggest quite different courses of action. Nonetheless, the eminent professionals do express some degree of consensus. With all this in mind, the SEDL now sees the need for, and timeliness of, a thoroughgoing and deep-rooted context analysis of early childhood development.

Child Development Overview

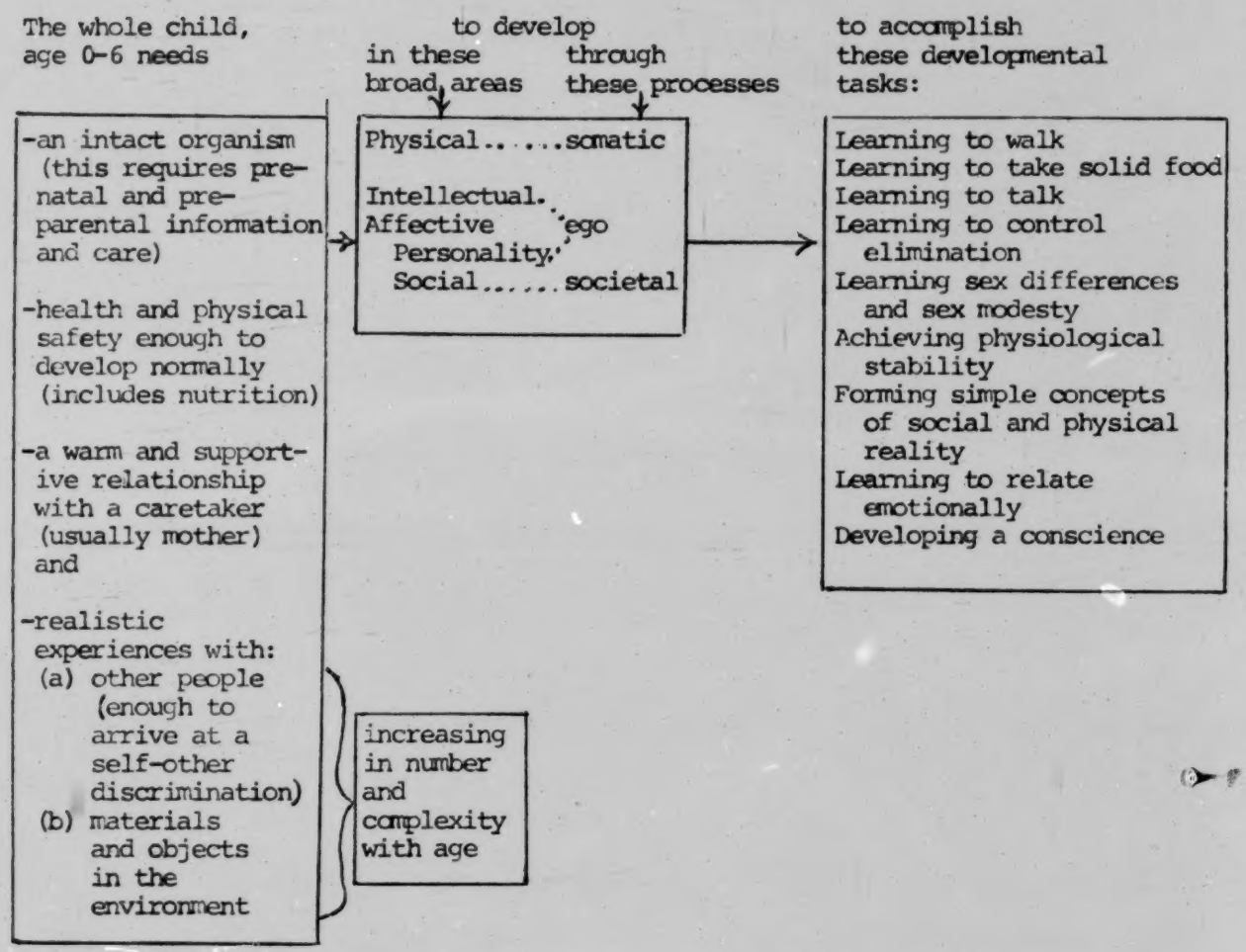
It is somewhat difficult to separate the theory of child development from the actual practice that is occurring in the world today. Because of this difficulty, both concepts are presented below, to explain and visualize the theoretical sequence of events, and then the actual practice that occurs. The

discrepancy between theory and practice is the problem that really needs solving.

In the following diagram (Fig. 1), we see that the child age 0-6 years and described in terms of general needs, must develop in certain broad areas through specific change processes in order to accomplish specified developmental tasks. These tasks are fairly standard and are recognized as being those that must be accomplished in the first six years.

FIGURE 1

CHILD DEVELOPMENT THEORY


The whole child, age 0-6 needs
to develop
in these broad areas
through these processes
to accomplish these developmental tasks:
-an intact organism (this requires prenatal and preparental information and care)
-health and physical safety enough to develop normally (includes nutrition)
-a warm and supportive relationship with a caretaker (usually mother) and
-realistic experiences with:
(a) other people (enough to arrive at a self-other discrimination)
(b) materials and objects in the environment
Physical.....somatic
Intellectual..
Affective ego
Personality
Social.....societal
increasing in number and complexity with age
Learning to walk
Learning to take solid food
Learning to talk
Learning to control elimination
Learning sex differences and sex modesty
Achieving physiological stability
Forming simple concepts of social and physical reality
Learning to relate emotionally
Developing a conscience

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The next diagram (Fig. 2) shows a sequence of activities that involves people and things, doing the activities that they do, and their general effects upon children. Of course, if everything were accomplished properly, then the results that occur in practice would achieve the goals that need to be reached in theory. The difficulty is that what occurs in practice does not always accomplish what is required in theory, and it is to this difficulty that the early childhood development context analysis is addressed.

FIGURE 2

CHILD DEVELOPMENT PRACTICE

These persons an and elements:	who engage preschool children in these activities:	accomplish changes in these fields:
Parents	Teaching	Cognitive
Siblings	Reading	Affective
Grandparents,	Feeding	Physiological
Other relatives	Exercising	Psychological
Sitters	Playing	Spiritual
Neighbors,	Toilet training	Emotional
Other children	Holding	Aspirational
Nursery School Teachers	Dressing	Attitudinal
Day Care Center Staffs	Bathing	Interpersonal
Sunday School Teachers	Putting to sleep	Conceptual
Doctors, Nurses,	Nursing when sick	Communicative
Dentists	Punishing	Security
Television and Radio	Entertaining	Motivational
Programs	Attending to	Aesthetic
Newspapers and	Loving	stimulation
Magazines	Talking	
Books	Singing	
Toys	Reinforcing	
Pets	Creating	

Reasons for Program Failure

With so many opportunities (Fig. 2, above) it seems incredible that child development does not occur with complete success.

However, this generalization is not an announcement of abject failure. There are many successful programs, but most of these successes result from the wisdom and energy of one leader. Without that guidance, inertia becomes the norm. What then are the general causes of these failures?

Lack of Research Many areas of early childhood development have not been adequately researched. Where the research has been done, there are arguments about statistical soundness. And where there are no arguments, the findings are sometimes ignored. Often the wrong conclusions are drawn, or broadest implications are not recognized. (Sowder and Lazar, 1972, Searcy and Chapman, 1972)

Lack of Measurement Capability We do not know much about early screening processes, nor do we understand well how to measure progress in the affective area. Even in the cognitive area, there are many disagreements about the use of IQ scores. The whole area of measurement, testing, screening, and evaluation is fraught with gaps and uncertainties. (Interviews with Gordon, Grotberg, Orton, Parker, and Zigler, 1973; Conference Report, 1973.)

Lack of Individualization Although most day care centers, nursery schools, and other early childhood facilities are concerned with the need to individualize, they are often forced, through lack of appropriate instruments, to focus on the group. Seldom is any effort made to screen for personality, cultural, intellectual, or social differences. This is exactly the opposite approach from that taken in medicine (Frymier, 1972), and causes frequent failure.

Many centers are purely custodial in nature, and make no effort to provide developmental guidance. In the case of unlicensed day-sitting services, no one knows for sure what may be happening (or failing to happen)(interviews with Caldwell, Miller, and Watson, 1973).

Lack of Agreement Eminent theorists disagree widely as to the causes for and solutions to problems in early childhood development and education. When recognized authorities come forth with "indisputable" evidence that is immediately attacked by others, it fosters frustration in practitioners and reluctance in the funding officials (Comer)

Lack of Funds Probably not enough financing is being provided for basic research applied research, developmental work, and diffusion activities. As long as results are neither good nor consistent, there will be a need for experimentation, but if financing is not available, little will be achieved (interviews with Miller and Parker, 1973.)

Lack of Satisfactory Caregiving Among the young (adolescents) parents, there is much to be learned about child rearing. Few parenting skills come intuitively, and although much instruction is freely available, effort is required in seeking it. Older caregivers and parents are usually assumed to be knowledgeable, but this may not be the case. They may be too permissive, non-communicative, or have distorted values (interviews with Bereiter, Bronfenbrenner, Gordon, Katz, Orton, Watson, and Zigler, 1973; Conference Report, 1973).

This context analysis study will try to isolate the elements of the problem, seek out the causes, describe the entire problem, examine alternate solution strategies, and weigh these in the light of appropriate criteria. Because of the multiplicity of needs and opportunities, one clear-cut solution will probably not emerge. It is far more likely that several combinations of solutions will be both necessary and desirable.

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CONTEXT ANALYSIS

Definition

The first stage of the development process at Southwest Educational Development Laboratory is the performance of context analysis. This stage is defined as follows: "context analysis is concerned with performing analysis and providing information on the problem under consideration. The objectives of context analysis are to define the problem, to establish its parameters, to consider possible solutions to the problem, and to identify the strategy or general approach which appears to be the best." (A Development Process, 1970).

It should be recognized that context analysis can be conducted at several points in the normal cycle of activity. In the present case, a context analysis is being performed, not as the first stage of a development process, but rather as a step leading to the consideration of a possible program. The purposes and the general procedures are quite parallel to those used in the development process, and there are only slight differences in techniques. However, rather than follow the specific steps identified in stage one of the Laboratory's development process, we prefer to follow the objectives and procedures as outlined in the definition above.

It should not be construed that two separate context analyses will have to be performed. Actually, context analysis should be a continuing process of collecting information, reanalysing needs, and ascertaining that the course of action to be taken, or already undertaken is correct. If a program is established as a result

of this context analysis, then the first stage in the development process may be largely completed. Even so, it must be recognized that context analysis within the development process is a continuing function, and will be performed to some extent even while the other stages are conducted in sequence.

Criteria

Three different sets of criteria were initially available for consideration: those described at the end of the context analysis stage by the Laboratory; those used by the Laboratory Board of Directors prior to establishing a program; and a revised set for use in context analysis recommended by Shari Nedler (Nedler, 1972). None of these are exactly suitable by the purpose at hand, and we have assembled a refined set for use herein.

Any time that goals or objectives are established, it is usual to establish assessment criteria simultaneously so that there will be a standard against which to measure progress towards achievement of the goals or objectives. It should be recognized, though, that just as it is seldom possible for any goal or objective to be fully achieved and a perfect solution to be obtained, neither are all the criteria fully met in any process. The achievement of some criteria in full, others in part, and possibly some not at all, is the compromise position that is inevitable and the decision-maker must then be prepared to decide if, when, and how to proceed.

For the purposes of this report, we considered jointly the relevant criteria and the characteristics of a satisfactory solution and divided them into three categories according to

their impact and weight. The three groups are: criteria which must be achieved, criteria which should be achieved, and the criteria which it would be desirable to achieve. This arrangement establishes that some criteria are more important, or of higher priority, than others. Even so, it is highly likely some criteria in each group may not be wholly achievable.

In the first list, which we are calling the must group, are criteria with the greatest weight. Each criterion should be achieved entirely, or almost so, and the resulting solution should be characterized by these attributes:

- Goal oriented--the solution must be stated in terms of specific achievable objectives.
- Measurable--progress toward the objectives must be measurable so that the amount of progress can be ascertained.
- Replicable and Exportable--the solution must be easy to duplicate, capable of operating by itself, and readily marketable.
- Economical--the solution must be inexpensive in developmental costs and in purchase price.
- Realistic--the solution must call for an amount of change that is realistically achievable.

The following characteristics and criteria are in the category that the solution should meet. Each of these must be aggressively sought and achieved in substantial amounts; the average of all of them should be more than mid-range:

- Individualized--the solution should be so designed as to meet individualized or personal characteristics of the peoples to whom it will be addressed. It should be in the language, format, and style that will gain their acceptance.

- Motivating--the solution should have those characteristics which would motivate both the deliverer and the receiver.
- Diagnostic--the solution should provide for diagnosis of the needs of the recipient so that solution options may be selected on an individualized basis.
- Adaptable--the solution should have application to various cultures, ages, and needs, and if these options are not available in the initial solutions, the design should permit appropriate adaptations.

The following characteristics and criteria are considered to be in the desirable category. They should be achieved in some degree, but not necessarily fully:

- The solution should be modular and in small components so that it can be handled flexibly.
- The solution should not be complex in installation; thus the dissonance should be minimized.
- The solution should be attractive so that it will gain the highest receptivity by the targeted audience.
- The solution should be attractive to a sponsor to allow a commercial endeavor to assist in paying for its diffusion.
- The product will allow updating; that is,will be self correcting as time passes and situations change. It should also have its own feedback process which will permit self-improvement.

The above characteristics and criteria are offered in the categories that they appear. For reasons not known at this time, it may be appropriate to rearrange them, and move any one criterion to a different category.

Solution Impact

Properly done, educational change is a rather insidious activity. Most people can readily accept very small amounts of change. If, however, the changes proposed are quite drastic, there will be immediate and substantial resistance which will most likely doom the proposed change forever. Thus, the selection of a solution must take into account the amount of deviation from current practice that is proposed.

There are many critics of today's schools, both elementary and secondary. It is not the purpose of this report to go into the reasons for or the extent of the complaints. It is sufficient to note that there are dissatisfactions and there are many aspects of today's school system which are far from perfect. Solutions to these problems exist or are in development. But the public is looking for more change and improvement, and is inclined to reach for any solution that offers hope.

As a separate factor, one must realize that early childhood development occurs prior to the public school experience. Thus, there is a reasonable chance that a spectacular methodology for solving the early childhood education and development problems may logically carry forward into the public school system, demanding and creating substantial change there, for the public school system can ill-afford to discard the individual gains and group methodology that may be achieved in preschool activities. (Shane, 1971)

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FINDINGS ABOUT EARLY CHILDHOOD

As every high school journalism student knows, events in the world can be described or defined in terms of six key questions: who, what, when, where, why, and how. Problems surrounding an issue respond to similar treatment, although a change in order of the questions would appear logical: why, what, when, who, where, and how.

The issue on which the present context analysis focuses is early childhood intervention. In order to proceed toward developing a firmly based early childhood program, we must ask ourselves why there should be such a program, what form it should take, when it should be implemented, who should receive it, where it should be conducted, and how it should be put into effect.

Findings which helped define the problems related to these six issues were drawn from four major sources: literature on early childhood and related topics, most of which was published during the past five years; an early childhood conference held in Austin on March 28, 1973 and attended by twenty practitioners in the field; personal interviews with eleven authorities on early childhood; and, telephone interviews with additional authorities. Although individual opinions differed on almost every issue, some general trends did appear.

Why

Over 4,000,000 women with children under six years of age work full time (Pierce, 1971). Financial necessity and the search for

individual fulfillment are sending more mothers of young children into the labor force each day. Provisions for caring for these children vary. Some are left with grandparents or older siblings, others with babysitters; others are enrolled in day care centers. Children of the poor may receive federal or state funded early childhood programs, while middle-class children attend private preschools.

Preschools, Head Start programs, and day care centers incorporate varying degrees of structure and staff development into their programs. Relatives, babysitters, and mothers themselves typically rely on tradition and example. But this haphazard approach is insufficient and often ineffective. Work by Freud, Erickson, Bettleheim, and many others has shown that early experiences are extremely important in terms of both positive and negative effects. Clearly, some form of intervention is needed to reduce the likelihood of future failure (Brademas, Riles, & White, B., 1972), the kind of failure that becomes a habit and a self-fulfilling prophecy. Many mothers are confused about appropriate child rearing practices, and low income parents especially tend to use inadequate methods, thus passing on their handicaps from one generation to the next (Chandler, 1968). A society founded on the principle of equal opportunity for all must do all it can to nurture individual potential. Therefore we have a responsibility to provide the best possible intervention in accordance with our resources and the knowledge at our disposal.

Cognitive development is a prerequisite for success in school and later in life, so most current programs (Glaser and Resnick, 1972) and research (Grotberg, et al, 1972) stress this aspect of the

child's development. However, numerous sources (Parker, Watson, and Miller interviews, 1973) stress the fact that studies in affective development and the impact of socio-economic factors are increasing (Grotberg, et al, 1972). This research offers overwhelming evidence that children who are poorly nourished and poorly cared for have difficulty growing up to be whole, productive people (Erickson, 1963). Therefore something needs to be done to provide children with services necessary to their well-being (Glaser and Resnick, 1972).

Guidance of cognitive and affective development and proper nutritional and medical care are of little avail, however, without a supportive home environment (Bronfenbrenner interview, 1973). "The absence of mothering...is the single greatest cause of children's stunted development." (Coles and Piers, 1970). Obviously, there is a need for some kind of early childhood intervention that will guide and enhance the child's total development while providing his basic physical needs, teaching the caregiver good child-rearing practices, and freeing his mother to work.

What

Surprisingly enough, there is some disagreement as to just what the early childhood intervention issue is. Some, such as Carl Bereiter (interview, 1973) see the development of cognitive skills as primary, while others (Orton, Grotberg, Bronfenbrenner interviews, 1973) take a more holistic approach. Still others (Glaser and Resnick, 1972; Katz, 1972) feel that too many people confuse child development with early childhood education.

A number of sources suggested that child-centered content should

give way to training in parenting and caregiving (conference, 1973; interviews, 1973; Stein and Smith, 1973). However, almost all sources seem to agree that someone should produce a program that would effectively aid and guide child development in the early years.

Who

Early childhood programs directed toward children themselves have produced few long-term gains (Stein and Smith, 1973). Perhaps they disrupted the mother-child bond at a critical point (Bronfenbrenner interview, 1973) or perhaps even the best program cannot make up for a poor home environment (Stein and Smith, 1973). In any case, the current trend reflected in the conference, literature, and interviews is away from child-centered efforts and toward programs for parents and caregivers. Some of this emphasis has come from parent involvement in Head Start and other preschool programs (conference, 1973). Head Start was generally more successful where there was more parent involvement (Head Start Report, 1971); and Home Start (Home Start Guidelines, 1971), Sesame Mothers' Project (Filep, 1971), and similar efforts are producing positive results.

It is noted that a new structure of caregiving specialists has been formed. The Department of HEW recently announced a new career specialty, the Child Development Associate for work in Head Start programs. This development program is based on competency and not on standard academic degree training. The formation of the CDA group confirms the shortage of persons and skills for day care, nursery schools, and other preschool activities.

Directing efforts toward parents has several advantages. First,

it allows the mother* the option of caring for her own child competently (Stein and Smith, 1972). It enables her to give the individual care that is so important during the first five years of life (Lichtenberg and Norton, 1972) and helps her modify the child's environment to decrease damaging influences (Heber and Garber, 1970).

Secondly, parent-centered intervention takes advantage of the strong mother-child bond and the immeasurable value of a supportive home environment (Miller interview, 1973).

Thirdly, programs directed toward parents enhance parental self-concept (Stein and Smith, 1973) in two ways:

1) They let the mother know that her role is important and that it is appreciated by the community;
2) They impart skills which develop competence and promote self-esteem.

Caregiving programs should not be restricted only to parents, however. Day care workers, babysitters, and preparents in high school must all receive similar training (Grotberg and Watson interviews, 1972). Since mothers of young children will undoubtedly continue to work outside the home, caregiver competence will continue to be an equally important concern.

When

The issue of when to begin early childhood intervention has

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* The term "mother" is used here for the sake of simplicity and euphony, and because most caregivers are women. It should not be inferred that fathers could not perform the same parenting function.

two facets; (1) the point at which intervention can be expected to do good, or the point at which it must be started to prevent harm; (2) the appropriateness of given techniques with given age groups.

Opinions regarding the point at which intervention should begin vary widely. Jeannette Watson (interview, 1973) feels it should start prenatally, while Jerome Kagan (April, 1973) uses his Guatemalan study to support the contention that children will eventually catch up without outside help. Many sources agree that some kind of intervention should begin during the first three years of life (Hunt, 1972; Huntington, undated) especially for impoverished children. The consensus was that the earliest possible intervention was the best way to prevent damage.

A dissensus was found in opinions on the sequencing of techniques and experiences. Bereiter (interview, 1973) and a few others held that earlier schooling is the answer; while Bronfenbrenner (interview, 1973), Watson (interview, 1973), and others including the conference participants, felt that the effect of informal individual attention from an adult of emotional importance would be far greater than the best preschool program. Rohwer (1971) goes so far as to claim that many of the skills fostered by current early childhood programs could be learned more easily in adolescence.

Where

Early childhood education--at least in systematic form--has usually taken place somewhere outside the home in a chronologically homogeneous setting (Evans, 1971). Intervention has meant taking the child out of his "disadvantaged" environment for several hours a day, and returning him to the same environment after school.

Home Start (Home Start Guidelines, 1971) and similar parent training programs kept the child in the home but either took the mother to a center for training or brought a trainer to her. Programs requiring the mother to leave home were self-limiting because of practical problems. Where the trainer visited the mother in her home, initial resistance and suspicion were difficult to overcome. Parents tended to see trainers as invaders telling them they were bad parents (Stein and Smith, 1973).

How

The early childhood intervention issue has been approached in many ways. Books, magazine articles, and college courses advise well-educated parents who are motivated enough to use them. Preschool programs such as Head Start combine some schooling with nutritional and medical care but have few long range effects (Head Start Report, 1971). Private nurseries range from mere caregiving to Montessori methods but are beyond the reach of the poor. The Bereiter-Englemann project uses drills and reinforcement, but, children are not taught to explore or to ask meaningful questions. Home Start and similar parent training programs have the previously mentioned disadvantages. State plans are considered by some (Watson interview, 1973; conference, 1973) to be the answer, but their effectiveness has not been determined.

Some attempt is being made to reach children, parents, and caregivers through television, the medium currently most appealing and highest in impact. Sesame Street, Los Niños, Misterogers Neighborhood, and the parenting series Fred Rogers is developing are all being made available. However, they appear on public television

rather than national networks and hence fail to reach many of the people who need them most. Furthermore, the parenting series is a documentary, and this format typically requires considerable motivation on the part of the viewer.

One problem with existing early childhood intervention programs is that it is difficult to assess their performance. Evaluation techniques for this age group are very weak. (Bereiter, Orton, Zigler, and Grotberg interview, 1973; conference, 1973). Cognitive (IQ) Tests for young children are of questionable validity (Glaser and Resnick, 1972), and very little has been done to provide appropriate instruments in the affective domain. Some experts feel strongly that funds should be given only to programs with systemic evaluation designs (McDill, 1969), but such demands will not make the art of evaluation any more sophisticated.

Evaluation needs are closely related to individualization and early screening. Current programs often ignore individual differences, treating children on a group basis (Frymier, 1972). Early screening is necessary for individualization, but instruments giving accurate profiles of very young children are still to be developed.

Dissemination is another "how" problem. Educators are beginning to recognize the need for effective marketing (Zigler, Orton, Miller, and Bronfenbrenner interviews, 1972), but research in this area has yet to be done. The effectiveness of even the best program is dependent on whether the target population uses it.

Funding is one of the most obvious considerations in intervention: federal support for socially useful programs is harder to get now than it was five years ago, and it may become even

more restricted. State, local, and foundation funds may be available, but programs developed in total dependence upon them may be limited in scope or duplicate other efforts. It has been emphasized that shortage of funds for universal day care or early childhood education makes the proper training of caregivers all the more important.

Constraints

Any early childhood intervention program must face a series of problems. Foremost are those problems involved in meeting the needs of children, parents, and the community. To meet these needs we must understand them and have some effective strategies available. In this light, the lack of agreement among experts and the poverty of research in certain areas--such as affective development--are especially disturbing.

A program must also have high market appeal if it is to be effective. It must be clear, simple, available, and attractively packaged in a convenient medium. Furthermore, such a program should be suitable for people from a variety of subcultures.

Thirdly, any good intervention program must be accountable; it must be able to show that it is doing what it was intended to do. Such accountability is dependent upon further research and development in evaluation.

Finally, an intervention program must have the funding it needs to meet the above three requirements. Too many programs have suffered in the past because financial restrictions caused developers to cut corners on production and thus ciminish appeal and use. Yet there is fierce competition for funds, and many sources are

reluctant to support truly innovative ideas.

Statement of the Problem

Essentially, any one considering the development of an early childhood intervention program at this point in history is faced with a complex problem - the problem of developing a program which (1) will objectively determine and address the needs of children, parents, and the community; (2) will be used by those who need it because it is easy to obtain; (3) will systematically provide training and information to caregivers, parents, professionals, and non-professionals; (4) will be capable of evaluation; and, (5) will make the most effective use of available resources, including funds.

Two tables follow. Table 1 depicts the needs of various groups in the accomplishment of early childhood education and development. Table 2 identifies and defines the status of each factor involved in the early childhood intervention problem.

TABLE 1

EARLY CHILDHOOD NEEDS

	Primary Positive Need	Primary Negative Need	Highly Desirable Outcomes
Child	Mothering	Protection from malnutrition, neglect, abuse	Mastery of skills and attitudes needed for success in school and later, positive self-concept
Caregiver	Developmental competence	Freedom from inadequate training	Supplements and complements the home environment and developmental experience
Parent	Parenting competence	Freedom to work	Strong positive self-concept, time for self-fulfillment
Community	Productive, well-integrated individuals	Protection from anti-social individuals and dependent adults	Higher quality of life for all
Teachers of caregivers and parents	Good materials and good training	Protection from faulty research and development and freedom from specified solutions	Ability to train adults

TABLE 2

FACTORS AFFECTING THE EARLY CHILDHOOD INTERVENTION PROBLEM

FACTOR	STATUS
State of knowledge of child development	extensive in cognitive areas, moderate in holistic
Designation of audience groups (caregivers)	slightly controversial
State of knowledge in related areas, such as motivation	moderate
Flow of new information (rate of knowledge change)	rapid and voluminous
Development organizations	already established
Community involvement	underdeveloped
Evaluation techniques	instruments weak
Dissemination techniques (Delivery Systems)	underdeveloped
Communication technology	ample, but not utilized
Coordination of activities	weak
Cross-cultural understanding	weak to moderate
Funding	variety of sources, some commercial; needs further exploration

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EARLY CHILDHOOD EDUCATION AND THE FUTURE

General

All education, particularly education for very young children, must be set in a future context. As we educate children we must train them to be fulfilled, productive individuals who can both contribute to and benefit from society a generation from now.

In one sense we are merely guessing. Since the future does not yet exist, it is uncertain. A number of sophisticated forecasting tools, such as Macro-Systems Forecasting and the Delphi Method (Marien, 1970; Weaver, 1970) exist, but they all become less reliable as we look farther ahead. Forecasts of events a generation from now are based on so many contingencies that such forecasts become practically useless. However, there are ongoing trends which can be accurately observed and which may influence education in the future more than actual events.

Change is occurring rapidly in five major areas: values, social institutions, government, economics, and technology. All five areas are interrelated; however, change does not occur at the same rate throughout society. The avant garde may embrace a progressive extreme, while conservative elements cling to the past. Given such a range of reaction to change, it may be difficult for educational developers to decide what course to take. However, if they can ascertain the direction of change, they will be able to develop programs that are suitable for current needs and for the future.

Values

Values are changing at a rapid and disturbing rate. The puritan ethic that has pervaded our culture since the Seventeenth Century -- that productive work is good in itself and that gross pleasure is sinful -- has become obsolete. With the increase in leisure time because of a shorter work week and a longer life expectancy, individuals are beginning to consider self-fulfillment a major goal. Many jobs are becoming more boring, more mechanized, and less meaningful. Thus, the individual must learn to use his leisure creatively for self-expression and to achieve self-esteem. In the future people may well want to have leisure skills as well as work skills, so that they can make active use of leisure time rather than be passively entertained.

As the puritan ethic wanes, the impulse to "subdue the earth" diminishes. Respect for the environment and for the rights of other living creatures is replacing the exploitive ethic that characterized America's first two centuries.

People are beginning to question traditions and to realize that they have personal options (O'Neill and O'Neill, 1972). Many are discontented with their parents' lifestyles and do not wish to imitate them; yet they have little or no ethical basis upon which to make their own decisions. A strong, rational education program about values, to begin even before school, would help both children and their parents at a time when one generation's needs are so different from the other's. A component stressing positive (expansive) rather than negative (guilt-determined) values and encouraging self-awareness may well be

demanded in the near future. Jerome Kagan (1973) has already suggested that we make kindness and similar values more important than academic achievement in ranking children in school.

Social Institutions

As values change, social institutions change. Social institutions are being modified to fit evolving individual needs. Many young people realize that the nuclear family, two parents and one to three children, is not the only setting in which to bring up children. Some are raising children in established communes, while others are forming child care cooperatives. More and more women are raising children alone, either because they are divorced or because they want children but do not want a husband. This latter route is a radical one, but it has affected more conservative women by enabling them to see that there are numerous options in child rearing.

The changing status of women is having a direct effect on early childhood education, an effect which will most likely continue into the future. Suddenly, women do not have to be ashamed of wanting to work or of wanting someone else to take care of their children for part of the day while they pursue their own interests. Such feelings are more often seen as honorable, since society is beginning to accept self-fulfillment as a responsibility. Even women who choose to devote at least a few years of their lives to child rearing want to see their chosen vocation upgraded, both in their own eyes and in the eyes of others (Stein and Smith, 1973). In the future it will become even less acceptable to view rearing children as merely wiping

noses and breaking up sibling fights. Mothers will want to behave more knowledgeably, to have pride in their work. Programs that focus on caregiving skills will fill this need by enhancing the status of childcare workers and parents and equipping them to do a more thorough job.

Demands of minority groups are also affecting the course of early childhood education. These demands are causing us to question the wisdom of placing program control in the hands of "experts" with no input from the community to be served. Minority demands will also force us to reexamine the values on which we base early childhood education and to realize that the mores and methods of the mainstream culture are not the only valid ones.

Government

As the locus of power shifts, the emphasis of government will shift (Symposium on Critical Issues, 1972). Government is beginning to control more rigidly those institutions and industries which may affect the quality of life adversely and less rigidly the lives of individuals. Voters are demanding consumer protection, environmental legislation, and other laws designed to limit actions which are opposed to the interests of society as a whole. Less emphasis is being placed on crimes without victims, more on crimes that victimize us all. Changing government reflects our changing values, the trend toward valuing self-fulfillment, and the growing respect for the environment.

Child advocacy is sure to have a great effect on parenting and early childhood education. The next decade should see a beginning in the establishment of children's rights, legally-defined constraints to protect children from exploitation and

physical and mental abuse (Caldwell, interview, 1973). The tendency to view the child as a young person, rather than a piece of property or a responsibility, should become greater. The idea that children should be allowed to do useful things (Bronfenbrenner, interview, 1973; Erikson, 1968), that they should be part of the day-to-day world, will follow. Gradually, the dignity of the child as a person, not just as a potential person, will emerge.

Economics

As values, government, and social institutions evolve, the economic focus will change. Two factors, consumer awareness and environmental protection, are tremendously important. The demand for quality and durability has been gaining strength for the past fifteen years. People are becoming aware of the fact that with self-discipline they can cause improvements in the quality of goods offered to them. Americans are responding to the honest, relevant kind of advertising Volkswagen pioneered in 1959 (Della Femina, 1970). At the same time, industry is becoming less competitive (Symposium on Critical Issues) or at least is beginning to compete on the basis of quality and long-range consumer satisfaction. The post-industrial revolution is upon us. As the world becomes more crowded and resources become scarcer, the emphasis on the quality of life will increase.

The current economic direction is toward more and more revenue sharing. This concept will result in an increase in expenditures at state and community levels, and a decrease in Federal spending. This policy does not necessarily entail an overall increase or decrease, but it will certainly change the emphasis,

program composition, and level of control. As community power is distributed among people from all income levels and backgrounds, programs will become more sensitive to their needs and less concerned with the wishes of those controlling traditional power channels (Symposium on Critical Issues, 1972).

Technology

Technology both changes the economy and is changed by it. While technology formerly exploited the environment without thought for the future, it is now becoming more respectful of our surroundings and working toward preserving and restoring them. Besides bringing us a better quality of life instead of immediate gratification of whims, current and future technology will provide us with unprecedented channels for communication. Mass availability of television and video tape cassettes will make it easier to bring learning for both parents and children into the home. Audio and visual recording equipment will also allow mothers and care givers to evaluate their own performances.

Refinement of artificial intelligence will also change education. This trend may force the educational emphasis away from the acquisition of facts toward the mastery of retrieval skills and the knowledge of when to use which techniques. Access to information will become more valuable than the information itself, because there will be so much (too much) information available.

Conclusion

In summary, the changes occurring throughout our society are having a profound effect on early childhood education, in

terms of what parents are demanding now and will be demanding in a few years, and in terms of the education that will be most useful to the current generation of young children. To suit present and future needs, any program must recognize self-fulfillment as a key value, both for the parent and for the child. It must recognize the dignity of every individual and the integrity of the environment. It must be flexible enough to recognize differences in backgrounds and aspirations. And, it must be packaged effectively for people in a rapidly paced and rapidly changing world.

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FINDINGS ABOUT SOLUTIONS

General

As our country advances further into the seventies, there is growing pressure to begin educating children earlier. Although a few, like Kagan with his Guatemalan study (Kagan, 1973) claim evidence to the contrary, many child development specialists agree with Erikson (1963) that certain developmental tasks must be mastered during early childhood or they will never be mastered at all. In other words, if an individual has not acquired a set of basic living skills by the time he is five years old, he may be at a permanent disadvantage. In a society that espouses equal opportunity for all, this kind of disadvantage is intolerable. Therefore, people are demanding some form of early intervention to assure all children of a chance to develop to their fullest potential.

Furthermore, the position of women has changed dramatically over the past decade. More and more women are looking for fulfillment and self-respect as individuals aside from their roles as wives and mothers (O'Neill and O'Neill, 1972). A large number seek careers of their own which they are reluctant to give up even during their children's preschool years. Others who want to stay at home with their children (and who can afford to) seek to upgrade their position, making parenting more of a profession and less of a domestic service (Stein and Smith, 1973).

The middle and upper classes have become accustomed to providing their children with professional early education services,

from governesses to Montessori schools. Well-educated mothers have also studied child psychology in college, read Dr. Spock, and purchased toys made by Creative Playthings, Inc. Less fortunate mothers, with fewer means and, often, more children, have followed the examples of their mothers and the advice of their friends, left their children with grandparents or older siblings during work hours, and sought child rearing help from agencies, such as the Department of Public Welfare, which were not always equipped to give it. Some have been astonishingly successful as parents. Most have had a difficult time.

Poor nutrition, physical and emotional abuse, and other negative experiences can damage a child's chances for success before he enters the first grade. A government committed to the utilitarian principle of the greatest good for the greatest number and to the service of the individual should not hesitate to extend the care it shows for children six and older to those three, four, five, or younger. Recently developed early childhood programs are a step in that direction, but the question of whether earlier schooling is the solution remains unanswered.

Of all the child development resources available, the mother herself is certainly the oldest. She can provide the vital needs of ongoing care and affection from a person of emotional significance (White, B.L., 1970) better, in most cases, than anyone else. However, even leaving aside financial pressures and her needs for fulfillment as an individual, the mother's task is a difficult one to accomplish unaided. The world is changing so quickly that her mother's example, the one she would intuitively follow, is obsolete;

and she is beset by child-rearing fads (Caldwell interview, 1973) which she must do her best to evaluate. The rising incidence of child abuse (Davidson, 1973) and pleas for advice and information (Rogers and Nadis interview, 1973) indicate that many mothers need help.

Day Care

Day care is one method of helping mothers cope with their problems. By taking children off their hands, day care programs free parents to explore interests outside the home and to earn money which often means the difference between poverty-level tension and relative comfort. But research indicates that young children can thrive in group care situations only if certain standards are met (Keister, 1972). A number of researchers agree with Urie Bronfenbrenner (1972; interview, 1973) that even the highest quality day care is inferior to frequent supportive contact from one loving adult. Furthermore, most day care programs merely provide physical care of children; they do not offer developmental guidance. Children need opportunities to achieve satisfaction from learning rather than from haphazard experience. Unfortunately, most day care is custodial and focuses on keeping the child entertained and out of trouble. Since day care workers are usually untrained and paid minimal wages, this is not surprising. At present, day care frees the mother to work, allows the child to interact with his peers, and gives the community some control over his nutrition and physical welfare (Stern, 1971). However, day care separates the mother and child at a time when this may be unwise (Bronfenbrenner

interview, 1973) and generally makes no systematic effort to stimulate or influence development.

Intervention

In an attempt to compensate for alleged deficiencies in home environments caused by poverty, the United States Office of Education and numerous state agencies began in the Sixties a number of intervention programs. Low income children ages three and four were enrolled in centers where they received everything from loose guidance to structured curricula. Evaluation generally indicated that while children in such programs showed short-term gains, pupils from similar backgrounds with no preschool, tended to catch up with them in the primary grades (Datta, 1969). Apparently many intervention programs are not the final answer.

Because Head Start centers were not feasible in some remote areas and because Head Start was not as successful as had been hoped, the Office of Education turned to training parents to teach their own children in the home. Home Start seeks to provide comprehensive Head Start services for young children through the efforts of a trainer who works with the mother in the home (Home Start Guidelines, O'Keefe, 1971). The trainer demonstrates developmental exercises for the mother to use with her child and explains ways in which she can help her child grow without interrupting her other activities. Home Start and similar programs (Barbrack and Horton, 1970; Forrester, 1971) are apparently at least as

successful as Head Start, but they also present problems. First, they do not relieve the mother of any of the burden of child rearing. Secondly, mothers often see trainers as intruders in their homes. Finally, such one-to-one training is costly in terms of man-hours and so is difficult to implement on a wide scale.

Parenting

Numerous aids for parents exist. Many communities offer a number of municipal ancillary services, social welfare organizations, and referral services. Parents sometimes form their own groups, like Parents' Anonymous, for mutual support or for political action. There are beautiful children's books and educational toys, as well as children's records. The best seller lists often contain at least one book on child rearing, and audio cassettes on parenting are on the market. Public television's "Sesame Street" and "Misterogers' Neighborhood" provide stimulation as well as entertainment. Mr. Rogers is currently producing a four to eight hour documentary series on parenting skills (Rogers and Nadis interview, 1973) (See also Appendix B for a listing of caregiver materials available).

There are many early childhood programs and materials, but a glance at what is available reveals gaps. Most programs are designed for children, rather than for parents, day care workers, or other caregivers. Evidence indicates that supportive behavior on the part of a valued person (usually the mother) is highly correlated with cognitive development (Pickarts & Fargo, 1971). Furthermore, directing efforts toward parents and caregivers is more economical in the long run than directing them toward the

children themselves. Since one adult commonly influences a number of children, the most efficient, far-reaching way to help children is through their parents, because this method takes advantage of the parent-child bond instead of disrupting it (Bronfenbrenner interview, 1973). By influencing an area which the public sector cannot control directly--the home--parent education may well decrease the incidence of child abuse and neglect and protect children from other negative experiences. In addition, parent education increases parent self-esteem (Stein and Smith, 1973).

If education for caregivers is the answer, the question of when it should begin remains. Some child development specialists argue that high school (Grotberg, interview, 1973) and even elementary school is the place to start since many adolescents are involved in babysitting and sibling care. Others favor training during pregnancy (Zigler interview, 1973). But most agree that training at any point is better than no training at all.

Various locations might be suitable for training in caregiving skills, depending on how such training is conducted. Community child care centers might offer parent education (Bronfenbrenner interview, 1973), as could high schools, colleges, and PTA's. Mothers could host group training sessions similar to Tupperware parties in their homes. Simple, largely visual materials could be displayed at Food Stamp and Aid to Dependent Children pickup points. And, of course, parent education could take place in each parent's home, either through visits by a trainer or through electronic media.

The consideration of locations for training other caregivers introduces a separate set of factors. Courses are similarly sppropriate for high schools, junior colleges, and colleges. Training can be offered through community centers, educational service centers, public welfare groups, YMCA, YWCA, YMHA, YWHA, and many other public service agencies and facilities.

To be effective, a parent education program must reach the people who need it. Attractive packaging and sophisticated, professional marketing are necessary if any program is to be widely accepted (Zigler interview, 1973). Eliciting the cooperation of a commercial publisher or producer from the outset should help insure program appeal and solve diffusion problems. Designing a solution to be commercially marketable should also make it self-supporting within a short period of time.

Methodologies

A systems approach providing constant feedback and formative evaluation should help keep the solution program appropriate and current. Analyzing the market--determining who will desire and seek out resources on his own and who will need motivating--should show where the training is needed.

Certain constraints impinge upon any solution to the early childhood problem, whether the solution is directed toward children or caregivers. Before deciding definitely on a course of action, the developer should ask himself whether the solution he envisions is a duplication of effort, and, if it is, whether he should direct his efforts elsewhere. He should also establish priorities, looking at the needs of children and adults , the lacking areas, and

desirable alternatives. Naturally, any acceptable program must have sound content, but this content must also be conveyed in a medium that is acceptable to the target population (Parker interview, 1973). The best solution would be one that would be useful to a broad range of people, not just members of one cultural or economic group. It should also be economical, easily disseminated, and capable of both formative and summative evaluation.

Television is the most universally accepted and appealing mass communication medium available. Katz, Caldwell, Bronfenbrenner, Watson, and Miller all recommended broadcasting as the best method for getting parenting information to people (interviews, 1973). A number of solutions involving television are possible. Fred Rogers is already developing a documentary program on parenting skills (Rogers and Nadis interview, 1973. Bronfenbrenner suggested soap operas. At first glance this course might seem frivolous, but a dramatic serial presenting clear, sound parenting principles might be much more effective than a more traditional informative program, especially if the viewer could identify easily with the characters. Twenty minutes of dramatization followed by five minutes of explanation by a synpathetic authority or some sagacious "Mary Worth-type" character in the story could probably be marketed through a commercial network. And it could pay for itself through commercial sponsorship. Of course, this solution has drawbacks. A commerical producer would have to be found, production would have to be professional without losing sight of the principles to be conveyed, and evaluation would be difficult. This last problem

might be solved by pre- and post tests of a sample of children and caregivers in the viewing area.

Television also provides an opportunity for spots of thirty or sixty seconds. Principles presented in this manner would have to be simple and easily communicated, but production would be easier than with a longer series.

Despite the quantity of parenting information and resources available, parents often do not know where to find what they need. Fred Rogers' station in Pittsburgh gets numerous calls every day asking for advice and referrals (Rogers and Nadis interview, 1973). In the light of the volume of useful services and materials, an early childhood parenting compendium similar to the Whole Earth Catalog would be a valuable undertaking. It could contain listings of books, toys, services, and contacts; information on first aid; and, advice on setting up cooperative day care centers and other community activities. Marketed commercially through bookstores, newsstands, and by mail, the catalogue could provide many parents with needed information. Unfortunately, the catalogue's appeal might be restricted to the well-educated.

Materials in comic book or comic strip format might be more appealing to the less literate. Parenting booklets of this sort could be distributed with Aid to Dependent Children, Food Stamps, or with welfare checks. The effectiveness of these materials could be evaluated on the basis of pre- and post-testing similar to that recommended for the soap opera series.

A good, easily exportable training program for day care workers, one that is not tied to a specific curriculum, seems to be badly needed.

One could be produced, whether in association with the other activities suggested above or alone. Attractive packages containing video and audio cassettes, slides, programmed texts, and test instruments could be distributed to community day care centers for trainers to use with staff members. These materials would be most valuable if they had cross-cultural appeal. They would have to be easy to understand. Convincing community centers to accept the program might be a problem that professional marketing could solve.

Summary

In going about developing any one of the several possible solutions to the early childhood problem, educators must remember that parenting is a sensitive area (Stein and Smith, 1973) and that mothers need to feel positively about what they will be doing with help, rather than negatively about what they have or have not done on their own. Materials should be kept simple and carefully conconceptualized, so that one principle is taught at a time, but multiple responses and techniques should be emphasized, so that the caregiver is helped to gain a broader range of options. The final production and marketing might be done commercially to give the product maximum appeal and ensure effective dissemination.

There are attached two charts that are designed to display the alternatives and narrow the solution possibilities. Chart 1 lists some seven types of programs that could be considered, and these are laid out in a matrix against all the elements that comprise the likely target audiences. Chart 2 plots the same programs against several criteria. Neither of these leads to a ready or obvious solution. But they do assist in focusing on the better methodologies, and tend to include a systems approach.

CHART 1

Typical Solution Methodologies Showing Probable Acceptability by Various Adult Groups

Programs aimed at / Solutions	Parents	Pre-parents	Grand-parents	Sitters	Nursery School Operators and Teachers	Day Care Center professionals	Day Care Para-professionals	*Peripheral Adults	**Teachers of professionals	**Teachers of paras	**Teachers of parents
Head Start-type field training	very good	fair	good	fair (but incomplete)	nil	nil	fair	low and incomplete	nil	fair	very good
Caregiving program for HSs and Jr. colleges	fair	excellent	fair	good (applies to young sitters)	fair (for understanding only)	fair	good	low	nil	fair	fair
Television serial	high	high	good	good	low	low	excellent	good	nil	high	low
Television and radio spots	high	high	high	high	fair	fair	good	good	low	good	good
Parenting catlogue	fair	good	fair	low to nil	fair	good	fair	low	fair	fair	fair
Parenting comic book	good	quick high	good	quick high	low	low	good	fair	nil	fair	fair
Modular exportable training program	fair to good	fair	low	fair	low	low	good	fair	nil	good	good

*Peripheral Adults=Doctors, Dentists, Nurses, Police, Neighbors, Waitresses and others
**These are not materials useful for dealing with children. They are materials or programs useful to these teachers to use in teaching other adults. Thus, the solution methodology would be different.

CHART 2

Typical Solution Methodologies Matched Against Several Criteria and Characteristics

Characteristics / Solutions	Appeal (amount)	Appeal (universality)	Simplicity	Updating	Ease of Dissemination	Breadth of Dissemination	Ease of Evaluation	Cost	Appropriateness of media for purposes	Overall comments and judgments
Home Start type field training	medium to low	restricted to impoverished	not too simple	difficult, requires re-training teachers	difficult	narrow	moderate to good	high per child served	questionable resistance to intrusion on part of parent	excellent results; very high manpower cost
Caregiving program for HS and Jr. colleges	medium	broad	medium	requires re-writing	difficult	good	difficult on behavior level since students won't be parents for a while	low	good, especially if combined with sex education or some other ongoing program	good results low cost
Television serials	very high	very broad	good	easy	easy once a network is sold	excellent	difficult	high unless commercially sponsored, but not high per person reacher	excellent	excellent results but high cost
Television and radio spots	high	very broad	good	easy	moderate	excellent	difficult	not high per child served	too short except for simple concepts	excellent results; high cost
Parenting catalogue	medium to high	restricted to well-educated	medium	requires new edition	moderate to difficult	moderate	difficult	moderate; low if sold commercially	excellent	medium results; moderately high in cost
Parenting comic books	medium	restricted to poorly educated	good	requires new books	easy	moderate	moderate	low	good	good results low cost
Modular exportable training program	medium	restricted to day care workers unless expanded into other media	medium	moderately easy	moderate to easy	narrow	good	moderate to high	good	fairly good results; fairly high in cost

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CONCLUSIONS AND RECOMMENDATIONS

Conclusions

With the foregoing documentation in view, the following conclusions may be drawn:

- There exists a strong consensus of opinion that many discrepancies exist in the general area of early childhood education and development. Despite the many programs which have been initiated for general application or for application to specific minority groups, there has been insufficient progress made and general lassitude about the subject.
- Many causes for these failures have been suggested, but there has been little agreement with regard to which causes are most important or which of the needs represented are most widespread. Principle reasons for failure cited include the greater number of working mothers; the high incidence of fathers too busy working to spend time with their children; changes in national morality, technology, and economics; increase in the divorce rate; a general permissiveness in childrearing; and lack of educational programs directed at childrearing.
- There is a consensus that there are many needs still to be met in the broad area of early childhood education and development.
- There is general agreement that the greatest need at the present time is not in materials or methodology for the children. Rather, the education of parents, caregivers, and other adults involved in performing services for children is the greater need.

Their inability to perform child services correctly or adequately is caused by lack of education.

- There is also universal agreement that the portion of the early childhood development process that appears weakest is that of screening, measurement, diagnosis, and evaluation. This absence indicates a needed research task. It is mentioned here only to point out that any program developed will have to proceed with inadequate measurement tools. This fact would seem to imply that a program with simple evaluation methods might be preferable to one requiring unavailable or untested methodology.
- There is substantial agreement that the improvement of the parenting and caregiver service should be accomplished through a systems approach in planning and design. That is, there should be alternate presentation modes for the several user groups. Each presentation mode should involve various communications media in modular design to make available numerous possible variations in format. Also, materials should be available in levels appropriate to the varying intellectual sophistication of the audience. Since several agencies are already involved in a non-systematic way in this kind of solution, the proposed new solution should enhance and cooperate rather than duplicate these efforts.
- The Southwest Educational Development Laboratory is considered a natural and logical agency to fill a number of these needs. The Laboratory is judged to have the skills to accomplish the necessary development of materials and processes, and already has the necessary background, experience, and incentive for developing a most satisfactory solution.

Recommendations

On the basis of the context analysis which this document reports and the conclusions stated above, these recommendations are made:

- The Southwest Educational Development Laboratory should undertake steps to develop the necessary materials, form the necessary packages and alternative packaging systems, and design and organize a delivery system for appropriate materials to reach parents, caregivers, and other adults involved in early childhood education and development.

- It is recommended that at least some of these materials be designed to help a broad range of caregivers to gain both effectiveness and increased feelings of competence in a core of skills applicable to most early childhood settings. Other packages should address skills important to specific settings, such as day care centers, homes, or nursery schools.

- Training materials should stress a flexible and positive approach, providing multiple options for the caregiver and offering techniques for individualized treatment of young children.

- The product packages should involve a creative mix of media, emphasizing not only impact and effectiveness of presentation, but also sturdiness and simplicity. There should be a de-emphasis on written material in favor of demonstrations and pictures. Marketability and attractiveness should be built into the training packages, to ease the task of dissemination.

- It is suggested that consideration be given to a joint undertaking with a State agency or some other existing agency, particularly one widely known, highly influential, and expert in delivery. Such an arrangement would provide appropriate field test sites for a model which, after evaluation and modification, might be made available nationally.

Appendices

A - Bibliography of Measurement

B - List of Parenting Products Already Available

C - Bibliography of Longitudinal Studies

D - List of Interviewees

Personal Interviews

Telephone Interviews

E - Conference Participants

APPENDIX A

Bibliography of screening tests, diagnosis, measurement and evaluation methods

This appendix contains an unannotated bibliography of all the measurement information we could find easily. It may be helpful in designing further specifics of program products and processes.

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APPENDIX B

Listing of products and materials already available, and including references useful in designing programs for parents and care givers.

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APPENDIX C

Bibliography of Longitudinal Studies

In the course of reviewing the literature on early childhood education and development, we came across several reports and documents that are best described as longitudinal studies. Because we found no other complete, integrated listing of these, we thought it might be useful to compile such a list, which was easy to do. This bibliography is not considered complete, neither is it intended to serve any specific purpose.

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APPENDIX D

List of Interviewees

Personal interviews

Carl Bereiter, Ph. D.	Ontario Institute of Education, Toronto, Ontario, Canada
Urie Bronfenbrenner, Ph. D.	Department of Human Development and Family Studies, New York State College of Human Ecology, Cornell University, Ithaca, N.Y.
Bettye Caldwell, Ph. D.	Center of Early Childhood Education and Development, University of Arkansas, Little Rock, Arkansas
Ira Gordon, Ph. D.	Department of Education, University of Florida, Gainsville, Florida
Edith Grotberg, Ph. D.	Office of Child Development, Washington, D.C.
Lilian Katz, Ph. D.	Director, ERIC Clearinghouse on Early Childhood Education, Urbana, Illinois
James Miller, Ph. D.	Professor of Education Studies and Director of Division, Emory University, Atlanta, Georgia
Richard Orton	Program Manager, Office of Early Childhood Development, Austin, Texas
Ronald Parker, Ph. D.	Center for Advanced Study in Education, CUNY, New York, N.Y.
Jeannette Watson	Director, Office of Early Childhood Development Austin, Texas
Edward Zigler, Ph. D.	Department of Psychology, Yale University, New Haven, Connecticut

Telephone Interviews

Dell Felder, Ph. D.	Houston Independent School District, Houston, Texas
Walter Hodges, Ph. D.	Georgia State University, Atlanta, Georgia
Jenny Klein, Ph. D.	Office of Child Development, Washington, D. C.
Ron Lally, Ph. D.	Syracuse University, Syracuse, N. Y.
Phyllis Levenstein, Ph. D.	Mother-Child Home Program Demonstration Center, Freeport, N. Y.
Jean McCarthy, Ph. D.	National Leadership Training Institute, University of Arizona, Tucson, Arizona
Ann O'Keefe	Director, Home Start Program, Office of Child Development, Washington, D. C.
Florence Segluin	Home Start Program, Office of Child Development, Washington, D. C.
Burton White, Ph. D.	Graduate School of Education, Harvard University, Cambridge, Massachusetts
Ray Williams, Ph. D.	Director, Child Development Associate Consortium, University of Maryland, College Park, Md.

APPENDIX E

PARTICIPANTS IN THE EARLY CHILDHOOD EDUCATION AND DEVELOPMENT CONFERENCE, 28 MARCH 1973

Co-chairwomen

Dorothy Fruchter, Ph.D.	EDCO - Corporation President
Shari Nedler, Ph.D.	SEDL - Director, Early Childhood Programs

Attendees

Nikki Blankenship	SEDL - Television Programming
Jere Brophy	SEDL - Research and Development Specialist
Caroline Carroll	OECD - Program Designer
David Chapa	Regional OEO - Program Supervisor
Joyce Coleman	SEDL - San Antonio Projects
Robert Collinson	SEDL - Television Production
Joyce Evans	SEDL - Program Coordinator
Joe Frost	University of Texas - Early Childhood Curriculum
George Higginson	EDCO - Educational Consultant
Louise Iscoe	SEDL - Education Writer
Heidi Kaska	EDCO - Administrative Officer
Barry Klein	Region XIII - Early Childhood Specialist
Alice Mitchell	Texas Southern University - Training Officer
Richard Orton	OECD - Associate Director
Carroll Parker	SEDL - Early Childhood Program
Carmen Pena	University of Houston - 3-4-5 Project, Program Direct
Mabel Pitts	Department of Public Welfare - Adult Education
Lucille Rochs	San Antonio College - Training Officer
Frances Vargas	Austin ISD - Early Childhood Programs
Libby Vernon	TEA - Elementary Education Consultant
Joan Williams	TEA - Special Education, Plan A
Richard Ybarra	Region XVII - Early Childhood Programs

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